**Understanding the Common Core State Standards for English Language Arts**

**5 Key Areas: Reading, Writing, Speaking and Listening, Language, *Media and Technology\****

*\*Media and Technology have no corresponding CCRs or Standards. These skills are embedded within the standards.*

**Strands:**

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| **K-5 Strands** | **6-12 Strands** |
| **Reading Literature**  **Reading Informational Texts**  **Reading Foundational Skills**  **Speaking and Listening**  **Language** | **Reading Literature**  **Reading Informational Texts**  **Speaking and Listening**  **Language** |

**Clusters:** Under each strand is a cluster.

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| **Reading Literature**  **Reading Informational Texts** | **Speaking and Listening** | **Writing** |
| Key Ideas and Details  Craft and Structure  Integration of Knowledge and Ideas  Range of Reading and Text Complexity | Comprehension and Collaboration  Presentation of Knowledge and Ideas | Text Types and Purpose  Production and Distribution of Writing  Research to Build and Present Knowledge  Range of Writing |

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| **Reading Foundational Skills** | **Language** |
| Print Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | Conventions of Standard English  Knowledge of Language  Vocabulary Acquisition and Use |

**Anchor Standards (K-12):**

These standards are also known as **CCRs, College and Career Readiness Standards**.

* College and Career Readiness Anchor Standards for **Reading Literature (10)**
* College and Career Readiness Anchor Standards for **Reading Informational Texts (10)**
* College and Career Readiness Anchor Standards for **Speaking and Listening (6)**
* College and Career Readiness Anchor Standards for **Writing (10)**
* College and Career Readiness Anchor Standards for **Language (6)**
* ***No College and Career Readiness Anchor Standards for Reading Foundational Skills***

**Grade-Level Specific Standards (K-12):**

* Grade-Level Specific Standards are derived from each of the Anchor Standards.
* For each Anchor Standard, there is a corresponding Grade-Level Standard.

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| **Notes:** |
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| **Anchor Standards**  **Reading Informational Texts** | **2nd Grade Standards**  **Reading Informational Texts** | **6th Grade Standards**  **Reading Informational Texts** | **9th-10th Grade Standards**  **Reading Informational Texts** |
| **Key Ideas and Details** | **Key Ideas and Details** | **Key Ideas and Details** | **Key Ideas and Details** |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  How does the model above support your understanding of the relationship between the Anchor Standards (CCRs) and the grade-specific standards? | 1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.    2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.    3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.    2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.    3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.    2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.    3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

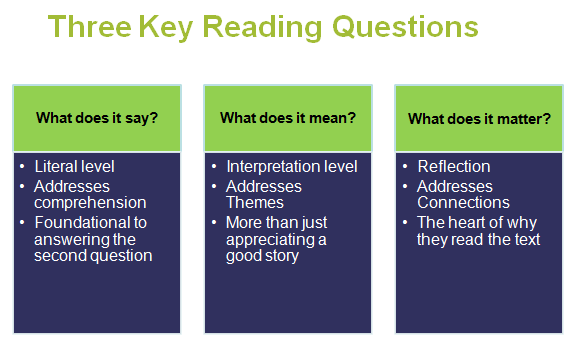
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| **Table Talk Questions**  How do some of these changes impact instruction?  How does this understanding help you as an instructional leader? | |
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|  | **Text Complexity**  Appendix A (p. 2-10) – Detailed information  Appendix B – Text Exemplars  This is a major concern for teachers. Common Core Standards place emphasis on text complexity.  ***How can your media specialists, curriculum /literacy /instructional specialists support teachers with choosing appropriate texts?*** |

What can be found in the ELA Appendices?

Appendix A: **clarifying information, bibliography, and glossary**

Appendix B: **text exemplars for reading**

Appendix C: **examples of authentic student writing**



**Talking Points for Coaching ELA Teachers**

* 1. What tasks are you assigning that build student understanding?
  2. How do you provide students opportunities to grapple with texts?
  3. How has the emphasis on depth over breadth impacted the way you structure lessons?
  4. How has the emphasis on nonfiction impacted the way you create units?
  5. In what ways do students construct and share arguments in your classroom?
  6. In what ways do students defend their arguments?
  7. What opportunities do students have to challenge arguments?
  8. What opportunities do students have to model for their peers?
  9. How are you using media to support student learning opportunities?
  10. What support do you need to be prepared for implementation of the new standards?
  11. How will student engagement differ as a result of the implementation of the new standards?